

Lesson Plan (1): *Title of Lesson***STANDARDS**

Which standards guide this specific lesson?

LEARNING OBJECTIVES

List the LOs in student-friendly "I CAN" language.

ASSESSMENT WITHIN THIS LESSON

*How will you collect evidence during this lesson on whether students are progressing toward understanding, developing skills, acquiring knowledge, or other learning objectives?
What will these data tell you?*

SUPPORTS FOR INDIVIDUALS AND GROUPS (IEP, 504, ESOL, TAG, Struggling Readers)

*Considering the accommodations and adaptations described in the Learning Segment Design, describe the **specific** supports that students and groups will need for **this** lesson. Specifically describe supports for students on IEPs or 504 plans.*

DEPTH OF KNOWLEDGE

Identify the DOK or the range of DOK your students should achieve in this lesson. Describe why.

MATERIALS NEEDED:

List all materials and resources required by teacher and/or students in order to make instruction comprehensible including, but not limited to, visuals, realia, manipulatives, technology, tools, etc.

LEARNING PLAN

(Script out steps for completion of lesson; procedures you will follow; key questions to ask; explain student interactions, etc. Identify what the teacher will be doing and what the students will be doing. Also, identify specific engagement strategies when you are using them).

	Teacher is doing...	Students are doing...	Timing
Opening	<i>How will you engage previous knowledge and</i>	<i>Describe what students are doing as</i>	

	<p><i>link to past learning events? How will you 'hook' students into the lesson? include key questions to ask students. Describe if you will use an opening assessment. Be specific about the language you will use. Inform students of the goals of the lesson.</i></p>	<p><i>they begin the lesson. How will students know what to do? include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.</i></p>	
Transition	<p><i>Be specific about the language you will use. Is this a conceptual transition or a logistical one? Describe if the former.</i></p>	<p><i>include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.</i></p>	
Activity 1	<p><i>include key questions to ask students. Describe the learning environment you are setting. if group or individual work, Include questions you can ask to specific groups of students to challenge or support them. how do you know when it is complete?</i></p>	<p><i>What are students physically doing? What are they saying or thinking about? How are they interacting? include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.</i></p>	
Transition	<p><i>add or subtract activity and transition rows as needed.</i></p>		
Activity 2	<p><i>add or subtract activity and transition rows as needed.</i></p>		
Transition			
Closing	<p><i>(the conclusion; restatement of objective; student metacognition of concept(s); final check for understanding; students tell you how they know what they learned; final clarifications)Ask: Prepare in advance in writing at least one question you will ask the students that will clarify what they learned as a result of this lesson and provide them with an opportunity to reflect on their learning.. Tell: Remind the students what you covered in the lesson. Celebrate: Ask the students to tell you what they learned about this lesson, connections to other lessons or content areas. Metacognition = students thinking about their own thinking.</i></p>	<p><i>include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.</i></p>	

Attach copies of any handouts, multimedia slides, or worksheets you intend to use

You may want to include the following. Identify them in your plan when you use them.

- Questions asked
- Modeling
- Checking for Understanding related to modeling
- Guided Practice
- Independent Practice
- Grouping strategies
- Engagement strategies
- Participation strategies
- Inquiry activities